



AMERICA in the 20th CENTURY

The Progressive Era

Teacher's Guide

AMERICA^{in the} 20thCENTURY

The Progressive Era

Grades 5-12

produced by *Broadview Media Inc.*

Executive Producer

Richard Hawksworth

Producer

Michael Mittelstaedt

Teacher's Guide by

Melissa McMeen



united learning

1560 SHERMAN AVENUE | SUITE 100 | EVANSTON, IL 60201



ALTSCHUL GROUP CORPORATION

800.323.9084 | FAX 847.328-6706 | WWW.UNITEDLEARNING.COM

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The Progressive Era

Grades 5-12

Viewing Time: 30 Minutes

Introduction and Summary of Series

America in the 20th Century is a comprehensive series designed to provide a clear overview of the people and events that distinguished the 20th century. Rare archival footage and photographs, authentic recordings, and other primary source documents bring history to life, while stunning graphics and engaging narration lend context and clarity to the subject.

The series has been developed specifically for classroom use. It is organized around established standards and thoughtfully divided into chapters, with each volume functioning well as a full-length program or as focused support for specific study areas.

Introduction and Summary of Program

The Progressive Era is the second volume in the series. The program encompasses the United States' early 20th century reform movement, covering the nation's interest in reducing big business' influence on government.

Topics addressed include the early voices of reform, reform at the local and national levels, and the limits of the progressive movement. Within these sections there are emphases on the concepts of patronage, populism and socialism, muckraking, evolving state government, labor regulation, trust-busting, election reforms, suffrage, the roots of prohibition, conservation, the Pure Food and Drug Act, and the progressive strides toward reform of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.

Links to Curriculum Standards

The design for this program was guided by the National Center for History, United States History curriculum standards for grades 5-12.

Materials in the Unit

Teacher's Guide

This teacher's guide has been prepared to aid the teacher in utilizing materials contained within this program. In addition to this introductory material, the guide contains the following:

- * Suggested instructional procedures for the lesson.
- * Answer Key for activity sheets.
- * Follow-up activities and projects for the lesson.

Blackline Masters

Included in this program are 11 Blackline Masters for duplication and distribution. They consist of classroom activities, information sheets, take-home activities, Pre-Test, Post-Test, and the vocabulary terms.

The Blackline Masters are provided as follow-up activities for each lesson. They will help you determine focal points for class discussion based on the objectives for the lesson. The Blackline Masters have a three-fold purpose:

1. To reinforce the program.
2. To provide an opportunity for students to apply and analyze what they have learned from the program.
3. For use as diagnostic tools to assess areas in which individual students need help.

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Instructional Notes

It is suggested that you preview the program and read the related Suggested Instructional Procedures before involving your students in the lesson activities. By doing so, you will become familiar with the materials and be better prepared to adapt the program to the needs of your class.

You will probably find it best to follow the program and lesson activities in the order in which they are presented in this Teacher's Guide, but this is not necessary.

It is also suggested that the program presentation take place before the entire class and under your direction. The lesson activities focus on the content in the program.

As you review the instructional program outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students.

Suggested Instructional Procedures

Teacher Preparation

- Preview the program **America in the 20th Century: The Progressive Era**
- Read the descriptions of the Blackline Masters.
- Duplicate any Blackline Masters you intend to use.

Student Preparation

The students should be supplied with the necessary copies of Blackline Masters required to complete the activities. By keeping students informed of current events, teachers can extend any of the lessons in the program.

Student Objectives

After viewing the program *America in the 20th Century: The Progressive Era* and participating in the follow-up activities, students should be able to:

- Describe the social origins of the Progressives.
- Explain how intellectuals and religious leaders laid the groundwork, and how publicists spread the word for, Progressive plans to reform American society.
- Evaluate Progressive reforms to expand democracy at the local and state levels.
- Assess Progressive efforts to regulate big business, curb labor militancy, and protect the rights of workers and consumers.
- Evaluate Progressive attempts at social and moral reform.
- Analyze Progressive programs for assimilating the influx of immigrants before World War I.
- Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in terms of their effectiveness in obtaining passage of reform measures.
- Explain why the election of 1912 was a pivotal campaign for the Progressive movement.
- Compare the New Nationalism, New Freedom, and Socialist agendas for change.
- Describe how the 16th, 17th, 18th, and 19th amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society.
- Explain how the decisions of the Supreme Court affected Progressivism.
- Compare the counter-Progressive programs of various labor organizations with the social democratic programs promulgated in industrial Europe.
- Describe the perspectives of various African Americans on Progressivism and their alternative programs.
- Specify the issues raised by various women and how mainstream Progressives responded to them.
- Evaluate the changing attitude toward Native American assimilation under Progressivism and the consequences of the change.

Description of Blackline Masters

Blackline Master #1: Pre-Test is an assessment tool intended to gauge student comprehension of the Objectives prior to the launching of *America in the 20th Century: The Progressive Era* lesson, which includes the program and the ensuing activities. The results of the Pre-Test may be contrasted with the results of the Post-Test to assess the efficacy of the lesson in achieving the Student Objectives.

Blackline Master #2: Video Quiz is a printed copy of the questions that appear at the end of the program presentation. The Video Quiz is intended to reinforce the salient points of the program immediately following its completion and may be used for assessment or as a catalyst for discussion.

Blackline Masters #3a-c: Post-Test is an assessment tool to be administered after the lesson (Pre-Test, program presentation, and follow-up activities) has been completed.

Blackline Master #4: Discussion Questions offers questions to spur conversation and to identify student comprehension and misunderstanding.

Blackline Master #5: Vocabulary Terms is a list of key vocabulary terms with an activity to create vocabulary cards.

Blackline Master #6: Dear Family is a writing activity designed for the student to demonstrate his/her knowledge of the daily struggles immigrants had to encounter.

Blackline Master #7: Comparing Strikes is an activity for students to list some basic facts on both strikes in the early 1900s and today.

Blackline Master #8: Editorial allows students to voice their opinions on some of the movements of the Progressive Era in a written form on topics such as prohibition, suffrage and the direct primary as if they were alive during those times.

Blackline Master #9: Child Labor Laws has students research child labor laws and compare the current standards to those followed during the Progressive Era.

Blackline Master #10: Jane Addams is an activity to recognize the many movements that she pioneered and encourages students to create some of their own solutions to issues in their hometown.

Blackline Master #11: Presidential Election directs students to create a presidential campaign by creating a speech and making a poster. This activity challenges students to demonstrate their knowledge of the nation's concerns during the Progressive Era and what goals one might make to meet these needs.

Internet Resources for Teachers and Students

For Teachers

<http://www.nara.gov/education/teaching/woman/home.html>

This site, from the National Archives and Record Administration, provides teacher resources and student activities surrounding women's suffrage.

<http://www.pbs.org/wgbh/amex/carnegie/>

This companion website to the PBS documentary on Andrew Carnegie provides student activities as well a good overview information on Carnegie, the labor movement and philanthropy.

For Students

Note: Teachers should preview all sites to ensure they are age-appropriate for their students.

<http://www.chicagohistory.org/dramas/index.htm>

Online resource examining the Chicago Haymarket Square riots.

<http://www.ilr.cornell.edu/trianglefire/>

Excellent site that provides a comprehensive documentation of the Triangle Shirtwaist Factory fire.

<http://1912.history.ohio-state.edu/>

This site developed at Ohio State University looks at the issues and candidates of the pivotal 1912 presidential election.

<http://memory.loc.gov/ammem/amrvhtml/conshome.html>

The Library of Congress online exhibit that maps the evolution of the American conservation movement.

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Answer Key

Blackline Master #1: Pre-Test

1. False: Comparatively few prospered, many lived harsh realities.
2. False: Politicians were in favor of patronage.
3. True
4. False: Many factories were unsanitary and had unsafe working conditions.
5. True
6. False: Suffrage was permanently gained.
7. False: Progressives saved natural resources with national parks and monuments.
8. True
9. True
10. True

Blackline Master #2: Video Quiz

1. False: Many men, women, and children worked 70-80 hours a week or more.
2. False: This describes Mugwumps
3. True
4. False: Progressive Era issues still resonate today.
5. False: Robert M. La Follette led the Wisconsin reform.
6. True
7. True
8. True
9. True
10. False: There were few improvements to American civil rights.

Blackline Master #3a-c: Post-Test

1. D Pendleton Act
2. B Patronage
3. A End to capitalism
4. D Upton Sinclair
5. A Enlisted experts for a council-manager form of government
6. D She was involved with all of the above causes
7. D Theodore Roosevelt
8. D He completed all of these procedures
9. C Both A and C
10. B Creating the federal reserve system

Answer Key (cont.)

The following answers may vary.

11. Farmers organized the Populist Party. There was an overproduction of farm goods and they were in need of government assistance and equality.
12. To ensure progress of the United States by expanding the roles of the government to solve problems generated by industrial revolution, growth of cities; and to support the belief that American society could be perfected. The early 1900s, about 1900-1917.
13. Voters choose candidates for office rather than political party leaders. It led to citizens directly electing state senators and thus, having a strong voice in the election process.
14. There was a tragic fire in the Triangle Shirtwaist Company factory that left 126 young immigrant workers dead, trapped behind locked doors at their sewing machines. Many workers jumped to their deaths and the company was indicted for manslaughter.
15. 1) They attempted to get state governments to grant women suffrage; only four states agreed; 2) They attempted to get the Supreme Court to review the 14th amendment; the court did not agree that just because females were citizens that they be granted the right to vote; and 3) They rallied support for a new constitutional amendment granting suffrage; the Senate defeated the efforts.
16. They were journalists that exposed the corruption in government and businesses through their writings. Once the public was aware of the conditions they demanded and supported reform.
17. The Roosevelt administration passed the Meat Inspection Act in order to guarantee safe, sanitary meat. He also passed the Pure Food and Drug Act, requiring manufacturers to list the contents of foods and drugs on labels and prohibiting them from exaggerating the benefits.

Answer Key (cont.)

18. There was little improvement in American civil rights; especially from the standpoint of government support when compared to the efforts shown in other areas such as suffrage, the election process, big businesses, labor conditions, capitalism, etc.

Essays should contain the following main points along with an explanation.

19. Roosevelt: Sherman Antitrust Act, Hepburn Act, Meat Inspection Act, Pure Food and Drug Act, and preservation of natural resources with parks and monuments.

Taft: Mann-Elkins Act, 16th amendment, Payne-Aldrich Tariff.

Wilson: Underwood-Simmons tariff, Federal Reserve System, Federal Trade Commission, and Clayton Antitrust Act.

20. Factories were sweat shops, had child labor, 70-80 hour work weeks, low pay, and hazardous and unsanitary working conditions. Improvements: Meat Inspection Act, Pure Food and Drug Act, government regulation prompted by labor strikes - although it was not until the 1930s that laws were established protecting workers and their working conditions.

Blackline Master # 4: Discussion Questions
Answers will vary

1. The farmers' supply was greater than the demand, causing prices to be drastically decreased. Meanwhile, the cost of seed, fertilizer, and railroad transportation increased. This situation left farmers with little money and substantially in debt to the banks. The farmers attempted to improve these conditions with the creation of the Populist Party. The Populists fought to replace tariffs with an income tax based on earnings, shorter workdays, government loans, direct election of state senators, and other election reforms.
2. Journalists exposed corruption in government and businesses by writing about the appalling life of many working class Americans. These writers were known as "muckrakers" because they raked up the mud and muck of the world. Upton Sinclair was one of these authors; he wrote about the meat packing industry in The Jungle. Once the public became aware of the problems, they demanded and supported reforms.

Answer Key (cont.)

3. Progressives felt Big Business was out of control and that workers were being taken advantage of. They fought to improve capitalism by making government more responsive to social inequities; they wanted to reform government and businesses to insure decent working conditions, adequate wages, and fair government rule.

Socialists, such as the prominent Eugene V. Debs, demanded more radical change than Populists; they supported an end to capitalism, believed that those who owned the "means of life" would corrupt politics, enslave the working class and humiliate society, and fought for elimination to private ownership because the industrial age and capitalism was responsible for the inequality between the rich and working poor.

Populists, organized by farmers, were very powerful; they supported income tax based on earnings, a shorter work day, government loans to farmers, direct election and a secret ballot; they were defeated when their candidate, Williams Jennings Bryan, lost to the Republican candidate, William McKinley.

4. President Chester A. Arthur passed the Pendleton Act
Upton Sinclair wrote the book, The Jungle
Jacob Riis wrote about life in the slums
Lincoln Steffens exposed corruption in city government
Robert M. La Follette improved Wisconsin's government with commission system
Governors of NY, CA, OR supported the four elections reforms
Jane Addams co-founded a settlement house
Susan B. Anthony fought for women's right to vote
President T. Roosevelt disrupted business trusts, assisted in strikes and labor problems, regulated big businesses, protected America's natural resources
President Howard Taft stopped trusts, championed Mann-Elkins Act and the 16th amendment
NAACP co-founders sought to improve American civil rights

10

Answer Key (cont.)

Answer Key (cont.)

11

Answer Key (cont.)

- | | |
|-------------------|---|
| 5. 16th amendment | federal income tax to regulate funding versus the tariffs |
| 17th amendment | direct election of senators to improve state government |
| 18th amendment | Prohibition - subsequently repealed |
| 19th amendment | granted women's suffrage |
6. Roosevelt completed the Sherman Antitrust Act, the Hepburn Act, the Meat Inspection Act, the Pure Food and Drug Act, and sought to preserve natural resources with parks and monuments. He focused on regulating Big Businesses, but also made an effort to improve the quality of life.
- Taft passed the Mann-Elkins Act, 16th amendment, and the Payne-Aldrich Tariff. Taft did not advance the progressive reform: he was more of a conservative, and did not really improve the tariff situation. Wilson worked on the Underwood-Simmons tariff, Federal Reserve System, Federal Trade Commission, and Clayton Antitrust Act.
- Wilson worked a great deal on improving the economic situations, but similar to Taft neither of them completed much reform in the direct quality of life for citizens. All three presidents did little to improve the conditions of African Americans, especially compared to the efforts displayed in other areas.
7. Presidential politics was lead by the spoils system by rewarding supporters with governmental jobs. Mugwumps encouraged an honest government as well as a civil service based on merit. Politicians had all the control over the nation's government from elections to their duties. Some of the new forms of city government were the commissions system and city-manager system. The election process was improved by implementing the initiative, referendum, recall, and the secret ballot. The greatest improvement was the direct primary, which allowed a fair choosing for candidates.

8. The direct primary allowed party members to choose candidates rather than party leaders, which also led to the 17th amendment (the direct election of senators). The initiative gave voters the right to put issues on the ballot, and the referendum gave voters the right to vote directly on an issue. The recall gave voters the right to vote to recall elected officials from office. And the secret ballot gave voters the right to an official ballot and to vote in a private booth. All of these reforms allowed for citizens an equal opportunity to enact legislation and voice their opinions.
9. The factory conditions were sweatshops with child labor and a 70-80 hour workweek. The pay was extremely low and the conditions were hazardous and unsanitary. Now there are laws to enforce the safety, sanitary, and labor conditions. No child is allowed to work, there is a minimum wage, and many more improvements.
10. One hundred forty-eight million acres of forestland were withdrawn from public sale. There were also over 50 wildlife sanctuaries, national parks, and 18 national monuments. Gifford Pinchot was assigned to be in charge of supervising the national forests by Roosevelt. The resources needed to be protected or there would soon be nothing left.

Blackline Master #5: Vocabulary Terms

Answers will vary. Vocabulary cards can be judged on execution, content, and creativity. Further assessment could include evaluating students as they quiz one another with the completed cards.

Blackline Master #6: Dear Family

Answers will vary. Letters can be evaluated on execution, accuracy, creativity, and content.

Blackline Master #7: Comparing Strikes

Answers will vary. Charts can be assessed on execution, accuracy, and content.

Blackline Master #8: Editorial

Answers will vary. Editorials can be assessed on execution, accuracy, creativity, and content.

Blackline Master #9: Child Labor Laws

Answers will vary. Statements can be assessed on execution, accuracy, and content.

Blackline Master #10: Jane Addams

Answers will vary. Issues and solutions can be assessed on execution, creativity, and content.

Blackline Master #11: Presidential Campaign

Answers will vary. Campaign can be assessed on execution, accuracy, creativity, and content.

Script of Narration

As the 20th century dawned and big business boomed, many had come to call the previous 20 years the "Gilded Age." Wealthy families like the Carnegies, Vanderbilts, and Rockefellers enjoyed the fruits of big business and the fruits of other's labor.

But for most American families it was far from a "Gilded Age" as they incurred the harsh realities of sweatshops, slums, child labor, corruption in government and business, disease, and racial prejudice.

As Americans ushered in a new century they began to demand change, equality, reform, and the Progressive Era was born.

The roots of the Progressive Era reforms began many years earlier. For over eighty years Presidents and federal politicians had "rewarded" their supporters with lucrative government jobs. It was called "Patronage" or the "Spoils System" from an old war slogan. Following the Civil War and reconstruction the American public grew increasingly disgusted with government corruption and favoritism. Some members of the Republican Party began a reform movement. Nicknamed "Mugwumps" they were influential Republicans who refused to support their party's presidential candidate, who they believed opposed reform.

With the assassination of President James Garfield in 1881 by Charles Guiteau, whom he had refused to hire for a government position, the outcry for an end to patronage reached a crescendo.

Now President, Charles A. Arthur convinced Congress to pass the Pendleton Act establishing a federal civil service. Federal workers would now be hired based on competitive exams rather than political influence.

Slowly civil service regulations were expanded to almost all government jobs. The Mugwump concept of an honest government based on merit laid the groundwork for progressive reform, as did two other political groups: the Populists and Socialists.

Script of Narration (cont.)

After the Civil War many Americans returned to, or began, farming, but over the next decades there was an overproduction of farm goods. With more supply than demand, prices plummeted lower and lower. At the same time the cost of seed, fertilizer, and railroad transportation increased, leaving more and more farmers little money to support their families and still pay their debts to bankers.

In protest, farmers began to organize political parties. Of them, the Populist Party emerged as the most powerful. The Populists supported an income tax, based on earnings, to support the government rather than the tariffs, then charged to farmers and businesses. They demanded a shorter workday, government loans to farmers, the direct election of state senators, secret ballot voting, and other election reforms. But Republican William McKinley defeated the Populist supported Presidential candidate, Democrat William Jennings Bryan in 1896, the Populist Party, if not its causes, faded.

By 1900, another political movement emerged demanding even more radical change, an end to capitalism itself.

Eugene V. Debs was one of the founders of this new political force—the Socialists. Socialists felt that the industrial age and its capitalist culture was responsible for the wide disparity between the handful of rich and the working poor of America.

Debs' proposed solution was to eliminate private ownership. Many middle and upper class Americans disagreed with the socialists. They too, felt that big business was out of control and American workers were being taken advantage of. These "Progressives" felt they could improve capitalism by making government more responsive to social inequities. Progressives wanted instead to reform government and business, ensuring decent working conditions and wages, and fair governmental rule.

Script of Narration (cont.)

The Progressive movement gained momentum and followers as Americans read the work of writers and journalists who exposed corruption in government and business and described the deplorable life of many working class Americans.

These writers became popularly known as "Muckrakers" from a character in John Bunyan's "Pilgrims Progress" who raked up the mud and muck of the world. Author Upton Sinclair shocked the nation with his graphic description of the filth and appalling working conditions in Chicago meat packing plants. Ida Tarbell described the cutthroat tactics used to eliminate competition by big businesses like Standard Oil.

Jacob Riis, an immigrant himself, wrote a first-hand account of life in the slums, while Lincoln Steffens, considered the leader of the muckraking movement, exposed the corruption so rampant in city government.

As Americans read these muckraking books and magazine articles they became not only aware of the country's problems, they demanded and supported reforms in both business and government.

A major reform governor, Robert M. La Follette of Wisconsin, enlisted experts to help him improve his state's government. Soon other states followed his lead.

Robert La Follette: "My goal is not to smash corporations, but to drive them out of politics."

Meanwhile, on the local level, new forms of city government emerged. After a tidal wave devastated the city of Galveston, Texas, a five-member commission was set up to rebuild the city, rather than politicians. This commission system of government proved so successful that in just 14 years some 400 other cities had followed Galveston's lead.

Still other cities adopted the council-manager form of government. Residents elect a city council to make laws and the council appoints a manager, usually a professional public administrator, to run the city's various departments. Both of these systems helped to eliminate corruption in local government.

Script of Narration (cont.)

Meanwhile, state government reforms moved forward. Other Progressive governors such as Charles Evan Hughes of New York and Hiram Johnson of California were joined by ordinary citizens like William S. U'Ren of Oregon.

With his urging Oregon adopted four election reforms: the secret ballot—where voters individually get an official ballot and vote in a private booth, the initiative giving voters the right to put issues on a ballot for a vote. The recall, which granted voters the right to remove an elected official and perhaps most importantly, the direct primary, in which voters chose candidates for office rather than political party leaders.

The direct primary led to the adoption of the seventeenth amendment to the Constitution, giving Americans the ability to directly elect their state senators.

Many of the demands of the earlier Populist movement were finally coming to fruition as state and local governments became more responsive to citizens and tried to eliminate the influence of big business.

John D. Rockefeller: “The growth of a large business is merely survival of the fittest.”

Although progressives wanted to preserve capitalism they feared that the concentration of huge wealth and power in the hands of a few industrialists like Rockefeller was dangerous. As proof they cited the millions of men women and children who labored for low pay, and long hours, in hazardous working conditions.

Progressives advocated government regulation of business, and over time laws protecting workers and working conditions were adopted. Still, it took until the late 1930s before the Supreme Court decided that a federal minimum wage was constitutional.

A turning point in awareness of the plight of working Americans occurred in 1911. A tragic fire in a New York City garment factory left 126 young immigrant workers dead, trapped behind locked doors at their sewing machines.

Script of Narration (cont.)

Many of the women jumped to their deaths or were burned beyond recognition. The owners of the Triangle Shirtwaist Company were indicted for manslaughter and new laws were passed to protect workers from slave labor conditions.

Other Progressives felt that the problems of the country demanded moral, not legislative, solutions. Believing that the drinking of alcohol led to moral collapse, crime, and poverty, organizations like the Women's Christian Temperance Union demanded and received, a constitutional amendment prohibiting the sale of alcohol in the United States.

Progressive Jane Addams, took a slightly different view. She co-founded a settlement house in the slums of Chicago, a grass-roots approach to solving neighborhood problems. Hull House, and other settlement houses, provided a kind of community center where neighbors, especially immigrants, could gather to learn English, obtain medical help, and learn to solve their own problems.

Other progressive women concentrated on another moral issue. One that had plagued the nation since the reconstruction days following the Civil War, suffrage - the right for women to vote.

Newspaperman: "1912- All along Fifth Avenue from Washington Square to 57th, were gathered thousands of men and women of New York...women doctors, lawyers, architects, artists, actresses and sculptures, women waitresses, domestic and industrial workers...all marched with an intensity and purpose that astonished the crowds that lined the street."

Founded in 1890, the leaders of the National American Woman Suffrage Association used three different approaches to try to win the vote for women.

First, they attempted to get state governments to grant them suffrage. But only Wyoming, Utah, Colorado, and Idaho agreed.

Script of Narration (cont.)

Suffragettes then decided to take their cause to court, citing the fourteenth amendment.

It said that states that which denied their male citizens the right to vote would lose congressional representation. Women argued that they were citizens too, and therefore the states must allow them to vote.

So, Susan B. Anthony and other women made over 150 attempts to vote in ten different states forcing the Supreme Court to decide their case.

But, despite the fact the Supreme Court in 1875 agreed that women were citizens, they concluded that citizenship alone did not automatically grant women the right to vote.

Their third approach was to rally support for a constitutional amendment granting suffrage. Time and again the Senate defeated it.

The suffrage campaign marched on, and with the America's entry into World War One in 1917; the tide seemed to be turning. Leaders of the women's movement re-doubled their efforts. Susan B. Anthony and Carrie Chapman Catt continued the NAWSA's cautious approach.

On the national political landscape the times seemed ripe for a progressive United States President, and one emerged, if only by a twist of fate. Six months after being elected President for the second time, William McKinley was assassinated and his running mate, 42-year-old vice-president Theodore Roosevelt, succeeded him in 1901. He was the youngest person ever to hold that office.

Roosevelt was born into a wealthy family and although he suffered from asthma he was determined to live an active life. From marksmanship to horseback riding and tennis, to boxing and hunting, to his heroic exploits with the Rough Riders during the Spanish American War, "Teddy" Roosevelt proved a popular leader, first as governor of New York and then as President. When asked why people so adored him he said he thought it was because:

Roosevelt: "I put into words what is in their hearts and minds but not their mouths."

Script of Narration (cont.)

Roosevelt outlined many Progressive reforms to the American public and gave his plan a name: The Square Deal.

When Roosevelt assumed office over eighty percent of American business was owned by trusts. Although congress had already enacted the Sherman Antitrust Act it had not stopped the trusts from using unfair business practices to destroy their competition.

Roosevelt began by suing the Northern Securities Railroad Trust, and in 1904 the Supreme Court agreed that the Trust had become a monopoly and ordered it dissolved.

Roosevelt's administration filed over forty more suits. They pursued the beef industry, Standard Oil, the American Tobacco Company, and many other trusts.

Americans overwhelmingly returned Roosevelt to the presidency in 1904 as he continued his work as a trust-buster and a staunch proponent of governmental regulation of business.

The many other progressives who were serving in local state and federal government helped Roosevelt to get the support he needed to get his proposed laws passed. Like mayor Samuel "Golden Rule" Jones of Toledo, Ohio, and governors Charles Aycock of North Carolina, Albert Cummins of Iowa, and "Fighting Bob" La Follette of Wisconsin, both of whom became United States senators.

Two years after his re-election, Roosevelt saw the Hepburn Act become law, which gave the Federal Interstate Commerce Commission the power to regulate the maximum fees railroads could charge.

Roosevelt next turned his attention to questions surrounding public health. Like most Americans he was horrified when he read Upton Sinclair's The Jungle and even considered becoming a vegetarian. He appointed a commission to investigate Sinclair's claims.

Upton Sinclair: "...a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them, they would die, and then rats, bread, and meat would go in the hoppers together."

Sinclair's charges of unsanitary conditions proved to be true. The commission confirmed his description of "potted ham" as a hash containing ground rope and pigskin. So in 1906, with Roosevelt's urging, Congress adopted the Meat Inspection Act. Federal inspectors would now guarantee safe, sanitary meat. That same year more reforms followed, with the passage of the Pure Food and Drug Act. Manufacturers now had to list the contents of foods and drugs on labels and could not make exaggerated claims about a medicine's benefits. No "...deleterious drug, chemical or preservative" could be used in medicines or foods.

Roosevelt brought the same enthusiasm to protecting America's natural resources that he did to leveling the business playing field.

After graduating from Harvard University, a young Theodore Roosevelt hard worked as a cattle rancher in the Dakotas.

He quickly realized that ranchers were allowing cattle to overgraze the great plains, that farmers had cut down forests and plowed under the prairies, and that America's natural resources were being squandered.

Roosevelt: "What will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted?"

As President, Roosevelt withdrew 148 million acres of forestland from public sale, an area larger than Germany.

On the advice of his friend, naturalist John Muir, Roosevelt established over 50 wildlife sanctuaries, five national parks, and designated 18 national monuments.

He also put fellow conservationist, Gifford Pinchot in charge of supervising the national forests.

Gifford Pinchot: "...the nation was obsessed by a fury of development. The American Colossus was fiercely intent on appropriating and exploiting the riches of the richest of all continents."

Script of Narration (cont.)

Roosevelt was so determined that Americans realize that the country's resources were not endless that he even banned Christmas trees in the White House.

Theodore Roosevelt ignored tradition and re-defined the image and scope of the President of the United States. He chose to be vibrant, visible, and accessible.

Roosevelt was the people's choice throughout America and, in turn, America allowed him to use what he called his "bully pulpit" to accomplish his goals of reform and governmental regulation. However, a third term as President wasn't in keeping with tradition, so bowing to precedent, Roosevelt instead hand-picked his successor, William Howard Taft, who easily won the presidency in 1908.

Taft shared Roosevelt's Progressive beliefs, if not his overwhelming popularity. His much more conservative approach to reform disappointed not only the more progressive members of his own party but the public at large.

The fact that the third party candidate, socialist Eugene Debs, received almost a half-million votes for President, was a clear indication that a great many Americans wanted more radical change than even Roosevelt had pioneered: now under Taft's leadership they felt cheated.

Although he was physically large, six feet tall and 350 pounds, Taft was no match for the size of Roosevelt's personality and popularity with voters. Taft was a distinguished lawyer and judge, but timid and uncomfortable as a politician. When he lost re-election to Woodrow Wilson in 1912, he returned to his real love, the law, and became the only ex-President to have been chosen as a Chief Justice of the Supreme Court. He said the White House was "the loneliest place in the world."

William Howard Taft: "I don't remember that I ever was President."

Taft's one term as President was not without success, but the bitter political wrangling within his own party distracted the public's attention.

Taft actually broke up more than twice the number of trusts as Roosevelt during his Presidency. He convinced congress to pass the Mann-Elkins Act, giving the Interstate Commerce Commission the ability to regulate Telephone and Telegraph companies, and he urged congress to pass the sixteenth amendment to the constitution - a federal income tax. It was ratified by the states a year after he left office.

Still, Taft was more sympathetic to the demands of the conservatives in the Republican party than the progressives, and the public believed he was failing to continue Roosevelt's reforms. They were outraged when Taft signed the Payne-Aldrich Tariff raising prices on imported goods, and incensed when Taft fired Gifford Pinchot.

When Theodore Roosevelt returned to America from overseas in 1910, he was given a hero's welcome. The public urged him to seek a third term as President and two years later he did.

However, the Republican Party refused to seat Roosevelt's delegates to their convention and as a result Taft was re-nominated as a presidential candidate on the first ballot.

Furious, Roosevelt and his supporters formed their own political party, aptly named the Progressive Party. After Roosevelt boasted:

Roosevelt: "I'm as strong as a bull moose...and ready for the fight.

The Progressive Party then became known as the "Bull Moose Party."

Former friends and party members, now political enemies, Taft and Roosevelt battled each other for votes. Taft called Roosevelt "a dangerous egotist" while Roosevelt said Taft was:

Script of Narration (cont.)

Roosevelt: "A fathead with the brain of a guinea pig".

Meanwhile, the Democratic reform governor, now Presidential candidate, Woodrow Wilson championed his own Progressive program called "The New Freedom" to American voters, and wisely steered clear of the bickering between Roosevelt and Taft.

Woodrow Wilson: "Don't interfere when your enemy is destroying itself."

With the Republican Party votes split between Taft and Roosevelt, Wilson won a majority of the Electoral College votes and became President. Wilson set to work with much success. He convinced the Senate to pass the Underwood-Simmons Tariff which, for the first time since the Civil War, reduced tariff rates.

Next, he pursued financial reform by establishing a private banking system under federal control to make credit more available throughout the country and quickly adjust the amount of money in circulation. The Federal Reserve System was one of Wilson's greatest achievements and is the cornerstone of our economy even today.

The next year Wilson helped establish the Federal Trade Commission and signed into law the Clayton Antitrust Act. Both the Commission and the Act were aimed at stopping unfair business practices.

Despite his admirable record of accomplishments, and his support of suffrage for women, Wilson, like Roosevelt and Taft, did little to improve all African Americans' civil rights.

Perhaps it was his southern upbringing that influenced his decision to appoint segregationists as the heads of federal agencies. Segregation expanded in the military, and the practice returned to the Capitol and federal offices in Washington, DC that had been de segregated during reconstruction.

Woodrow Wilson: "I have made no promises in particular to Negroes, except to do them justice."

Ida Wells-Barnett had joined W.E.B. Du Bois, Mary Church Terrell, Jane Addams, and others in founding the "NAACP"—The National Association for the Advancement of Colored People. In 1910, the NAACP had supported Wilson's bid for the presidency.

Now the African Americans and their white supporters felt Wilson had betrayed their trust. As editor of the *Memphis Free Speech*, Ida Wells-Barnett had led a campaign to protest the lynching of African Americans in the United States. Despite the fact that between 1892 and 1903 some 3000 African Americans were killed, Wilson failed to support federal anti-lynching legislation, or reverse the practice of segregation in his government. William Monroe Trotter, editor of the Boston based newspaper *The Guardian* asked him:

William Monroe Trotter: "Have you a 'new freedom' for white Americans and a new slavery for your Afro-American fellow citizens? God forbid."

There were limits to the success and scope of progressivism as evidenced by Wilson's inaction on civil rights. Still, the Progressive Era did reflect the basic optimism of the American public, a belief that any problem could be solved.

Despite Wilson's rhetoric, class struggles were emerging, unemployment was growing in America and, by 1914, and the First World War had broken out in Europe.

Woodrow Wilson was reelected in 1916 and although his campaign slogan, "He Kept Us Out Of War," America inevitably became involved.

The attention of the nation now turned from the reforms and inequalities of the Progressive Era, to the reality and horror of war.

Script of Narration (cont.)

1. During the Progressive Era, the work week was limited to thirty to forty hours per week.
True False
2. Muckrakers were republicans who refused to support their party's presidential candidate because they opposed reform.
True False
3. Political groups of the early 1900s included Progressives, Populists, and Socialists.
True False
4. The issues of the Progressive Era are no longer present today.
True False
5. Jacob Riis led a reform in Wisconsin to help improve his state's government.
True False
6. Jane Addams co-founded a settlement house to solve neighborhood problems.
True False
7. In 1919, the 19th amendment to the United States' Constitution was ratified, providing suffrage for women.
True False
8. Upton Sinclair brought the horror of Chicago's meat packing factories to the public's attention.
True False
9. Woodrow Wilson became President as a result of Taft and Roosevelt's battle with one another.
True False
10. One of the main reforms of the Progressive Era was the successful improvement of American civil rights.
True False

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